



Introduction

Welcome

Welcome to one of the most popular Children's Literature courses: Picture books. It is a combination of the theoretical, experiential and practical, and is especially useful to Early Childhood, Primary/Junior Primary and Visual Arts students. It can also be taken as an elective. There are no prerequisites required for this course however an understanding of literary elements, techniques and genres will be of help to you.

In this course we will analyse a large range of picture books, illustrated books and multimedia texts in order to examine the ways that narratives are constructed through the visual aspects of design and illustration, and the relationships between words and images. The history and technology of picture books will provide the background for our study of developments in the format since the early twentieth century. The issue of the implied reader of these texts will also be considered.

You will need to read widely to experience the variety of forms of illustrated texts for children and to appreciate their literary and aesthetic features. The background reference material will introduce you to the concepts and language which will enable you to discuss and analyse the special features of these texts. The external study mode requires you to access many and diverse picture books, conduct self disciplined research and the continual progression through the topic and selected readings. Regular contact through email and the learn online site is encouraged. I hope that you enjoy the course..

Dr Sue Page

Course Coordinator

UniSA Magill Campus
School of Communication, International Studies and Languages
St Bernards Road
Magill SA 5072

Email: sue.page@unisa.edu.au

Please note that this course is conducted over 8 days and there are no on-campus requirements - Jan 17, 18, 19, 20 and Jan 23, 24, 25, 26.

Course Teaching Staff

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* Please refer to your Course homepage for the most up to date list of course teaching staff.

School Contact Details

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Course Overview

Prerequisite(s)

There are no prerequisite courses to be completed before this course can be undertaken.

Corequisite(s)

There are no corequisite courses to be completed in conjunction with this course.

Course Aim

To develop students' theoretical and practical insight into the Picture Book as an art form which uses the interplay of verbal, visual and cinematic codes to communicate with readers.

Course Objectives

On completion of this course, students should be able to:

CO1. identify aesthetic and literary elements in picture books and the way they are combined to create meanings

CO2. analyse the variety of forms of illustrated texts for children

CO3. explain the impact of technology on illustrated books

CO4. examine the changing nature of the audience for picture books

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

		Graduate Qualities being assessed through the course						
		GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7
CO1					•		•	
CO2							•	
CO3							•	•
CO4			•	•				

Graduate Qualities

A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community

GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content

Through close analysis of a large range of picture books, illustrated books and mixed-media texts, students develop knowledge of the way narratives are constructed through visual aspects of design and illustration and through the relationships between pictures and words. The issue of the implied reader of these texts is analysed. The students apply their knowledge to written analysis and production of their own storyboard.

Teaching and Learning Arrangements

External

3 hours x 8 days

Unit Value

4.5 units

Additional assessment requirements

There are no additional assessment requirements identified for this course.

Learning Resources

Textbook(s)

You will need continual access to the following text(s) to complete this course. Where possible the Library will make the book available for student use. Please check the Library catalogue before purchasing the book(s). The Library will always seek to purchase resources that allow an unlimited number of concurrent users, however availability is dependent on license arrangements with book publishers and platforms. <http://www.library.unisa.edu.au>

Reference(s)

A reference list will be available online.

There is no set text for this course.

Materials dispatch

Materials are available online.

Materials to be accessed online

learnonline course site

All other course related materials can be accessed through your **learnonline** course site which you will be able to access from the my Courses section in myUniSA.

myUniSA

All study related materials can be accessed through: <https://my.unisa.edu.au>

Assessment

Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within two to three weeks of submission.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the [learnonline student help](#) and in myUniSA.

Assessment Summary

#	Form of assessment	Length	Duration	Weighting	Due date (Adelaide Time)	Submit via	Objectives being assessed
1	Critical reviews	1500 words	N/A	35%	27 Jan 2017, 5:00 PM	learnonline	CO1, CO2, CO4
2	Story board presentation	1250 words equivalent	N/A	25%	17 Feb 2017, 5:00 PM	learnonline	CO1
3	Essay	1750 words	N/A	40%	10 Mar 2017, 5:00 PM	learnonline	CO1, CO3

Feedback proformas

The feedback proforma is available on your course site.

Assessments

Critical reviews (Graded)

Write a referenced explanation of 500 words in which you:

- Define in general the Picture Book format, but not a specific title, and
- Outline criteria for evaluating picture books

Also select 10 titles from 10 DIFFERENT ILLUSTRATORS from the following list and write a brief review (maximum of 100 words each) in light of the criteria you have outlined. Remember to give complete bibliographic details for each title at the top of the page:

J&A Ahlberg; P. Allen; M.Anno; G. Bishop; A. Blabey; F. Blackwood; Q. Blake; R. Briggs; R. Brooks E. Carle; L. Child; B. Cole; B. Graham; S. Hughes; P. Hutchins; E.J. Keats; A. Lester; D. Miller; A. Pignataro; B.Potter; R. Scarry; M. Sendak; Dr Seuss; S. Tan; J. Tanner; T. Ungerer; C. Van Allsburg; B. Whatley; B. Wildsmith; M. Vane.

A sample review will be available online but DO NOT USE this example in your reviews.

The assignment will be assessed on the thoroughness, analytical nature and logical thought that have gone into its presentation. References need to be cited correctly. Only use references for the explanation and the criteria. The individual reviews do not need to be referenced

Digital Story presentation (Graded)

This assignment is equivalent to a 1250 word essay although actual words used will depend on your story length - usually it will be much less (most publishers will not consider a picture book text unless it is shorter than 500 words - preferably much shorter!). For actual assessment you are required to show evidence of the aural, oral and technological aspects of picture book storyboards.

The task is to create a digital story of a picture book suitable for a young audience (no younger than 3-year-olds and no older than 8-year-olds). You can select an existing story (such as a fable or folk tale) and rewrite it for

your target audience, or create your own story. Storyboards are generally rough images - you are not being judged on your actual artwork, but on how you have conceptualised the story in sequential images. The assignment is similar to creating a short movie.

There are several stages to this assignment.

Firstly, select and rewrite a story (or write your own), being aware of the language, structure, flow and complexity suitable for the age of your target audience.

Secondly, provide 20 images for your story. These can be constructed from any media of your choice, eg photos, original artwork, pictures cut from magazines, free online images etc.

Thirdly, record a voiceover of your story to accompany the images. Submit your text as a separate Word document, showing page turns / page numbers.

You will need access to photostory, imovie or powerpoint (or similar), and a small microphone to record your story in order to create your assignment.

More information outlining the assignment task further will be available online.

Essay (Graded)

Write on **ONE** of the following topics.

1. Compare and contrast the work of two contemporary (from the past ten years) picture book illustrators to examine the relationships between the verbal (words) and visual (illustrations) codes in the communication of meaning. Who are the implied readers of these texts? (Do not use illustrators from your first assignment).
2. Graphic novels, animation techniques, computer games, ezines and ebooks - where do conventional, print based picture books belong in a rapidly changing technological world?
3. The audience of the modern picture book has changed significantly over recent times. Who is the audience of picture books today? Should picture books remain literature for early childhood readers only or embrace the changing formats for an older audience demographic?
4. The role of picture books for young children provides learning outcomes, socialisation skills and opportunities for imaginative play. Do online games provide these same benefits? Discuss with reference to age appropriate picture books and online games.
5. Compare and contrast two picture books by ONE author but with different illustrators. How do the elements of illustration and design affect how we react to the different stories? Who are the implied readers, and are they the same for each book?

NOTE: Use Harvard referencing.

The essay will be assessed by consideration of the clarity and strength of the argument and the use of evidence from outside sources, that is, relevant literary theory sources, to back up that argument. Please do not rely on online sources only for your discussion points; they are not adequate research. A high credit or distinction cannot be gained unless the literary style of the essay is of a good tertiary standard, however good the content of the essay might be: this is, after all, a literature course.

Exam arrangements

If this course includes an exam as part of the assessment you will be allocated to an approved University exam centre.

The examination centre allocation will be made according to your mailing address recorded on the student record system five weeks before the scheduled examination period. Confirmation of the centre that you need to attend will be provided approximately three weeks prior to the exam.

Individual alternative arrangements will be made for a small number of students who are in remote locations and not within reasonable distance of an approved centre.

There is no exam for this course.

Supplementary Assessment

Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under the following conditions unless supplementary assessment or examination has not been approved for the course:

1. if the student has achieved a final grade between 45-49 per cent (F1) in a course
2. if a student who has successfully completed all of the courses within their program, with the exception of two courses in their final study period, a supplementary assessment or examination may be granted where the final grade in either or both of these courses, is less than 45 percent (F1 or F2)

More information about supplementary assessment is available in section 7.5 of the Assessment Policy and Procedures Manual.

<http://w3.unisa.edu.au/policies/manual/default.asp>

Important information about all assessment

All students must adhere to the University of South Australia's policies about assessment:

<http://w3.unisa.edu.au/policies/manual/default.asp>.

Students with disabilities or medical conditions

Student with disabilities or medical conditions or students who are carers may be entitled to a variation or modification to standard assessment arrangements. See Section 7 of the Assessment Policy and Procedures Manual (APPM) at: <http://w3.unisa.edu.au/policies/manual/default.asp>

Students can register for an Access Plan with UniSA Disability Service. It is important to make contact early to ensure that appropriate support can be implemented or arranged in a timely manner. See the Disability Hub for more information: <http://www.unisa.edu.au/Disability/Current-students>

Students are advised there is a deadline to finalise Access Plan arrangements for examinations. Further information is available at: http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/

Deferred Assessment or Examination

Deferred assessment or examination is not available for this course. APPM 7.6.4

Special Consideration

Special consideration is available for this course. Note: Special consideration cannot be granted for a deferred assessment or examination, or a supplementary assessment or examination. APPM 7.7.6

Variations to assessment tasks

Variation to assessment methods, tasks and timelines may be provided in:

Unexpected or exceptional circumstances, for example bereavement, unexpected illness (details of unexpected or exceptional circumstances for which variation may be considered are discussed in clauses 7.8 - 7.10 of the Assessment Policy and Procedures Manual). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

Special circumstances, for example religious observance grounds, or community services (details of special circumstances for which variation can be considered are discussed in clause 7.11 of the Assessment Policy and Procedures Manual). Variations to assessment in expected circumstances must be requested within the first two weeks of the course (or equivalent for accelerated or intensive teaching).

Extra time in exams (ENTEXT) and the use of a dictionary may be available to some students (for example, Indigenous Australian students and those of non-English speaking background) as follows:

- extra time for reading or writing. This will be an extra ten minutes per hour for every hour of standard examination time, and
- the use of an English language or bilingual print dictionary (without annotations). (APPM 7.2.2)

More information about variation to assessment is available in section 7.2 of the Assessment Policy and Procedures Manual. <http://w3.unisa.edu.au/policies/manual/default.asp> (section 7)

Academic Integrity

Academic integrity is the foundation of university life and is fundamental to the reputation of UniSA and its staff and students. Academic integrity means a commitment by all staff and students to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work.

An important part of practising integrity in academic work is showing respect for other people's ideas, and being honest about how they have contributed to your work. This means taking care not to represent the work of others as your own. Using another person's work without proper acknowledgement is considered Academic Misconduct, and the University takes this very seriously.

The University of South Australia expects students to demonstrate the highest standards of academic integrity so that its degrees are earned honestly and are trusted and valued by its students and their employers. To ensure this happens, the University has policies and procedures in place to promote academic integrity and manage academic misconduct. For example, work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin <http://www.turnitin.com>.

More information about academic integrity and what constitutes academic misconduct can be found in Section 9 of the Assessment Policies and Procedures Manual (APPM): <http://w3.unisa.edu.au/policies/manual/default.asp>. The Academic Integrity Module explains in more detail how students can work with integrity at the University: <https://lo.unisa.edu.au/mod/book/view.php?id=252142>

Submission and return of assessment tasks

See above under Assessment details.

Action from previous evaluations

It would be appreciated if, at the end of the course, all students accessed and responded to the Course Evaluation instrument. A link to it can be found on the course home site. This provides a useful evaluation by students on the course aims and objectives for future consideration.

Course Calendar

Study Period 1 - 2017

Weeks	Topic	Assessment Details (Adelaide Time)	Public Holidays
02 - 8 January	Pre-teaching		
09 - 15 January	Pre-teaching		
1 16 - 22 January	Course begins		
2 23 - 29 January	Course continues	Critical reviews due 27 Jan 2017, 5:00 PM	
30 January - 5 February	Swot-vac		
06 - 12 February	Swot-vac		
13 - 19 February	Swot-vac	Digital Story presentation due 17 Feb 2017, 5:00 PM	
20 - 26 February	Swot-vac		
27 February - 5 March	Swot-vac		
06 - 12 March	Swot-vac	Essay due 10 Mar 2017, 5:00 PM	
13 - 19 March	Swot-vac		